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The treatment of the historical development of the city superintendency is somewhat technical and impresses one as being less thorough than the rest of the book. The legal aspects of the problem, however, are set forth clearly and in detail. Use is made of numerous tables and charts which make clear the legal relationship of the superintendent and the board. Most readers will perhaps be surprised to discover the marked tendency of the law to consider the superintendent in many ways the agent of the state and to bestow upon him considerable legal authority. The book is a distinct contribution to the literature of public-school administration and should meet with a wide use by students of the subject.

NEWTON EDWARDS

Intelligence tests.—The practical value of general intelligence tests has steadily increased with the refinement of the tests and the standardization of the methods of scoring the results. The attempts to utilize these tests for practical purposes in connection with the public schools have many times led to serious mistakes in dealing with individual pupils. The chief reason for the unsatisfactory employment of the intelligence tests as a means of properly placing pupils in school work has been the lack of training in the giving of tests to children of different school ages and of different levels of intelligence. Individuals with meager training in the field of intelligence testing and with little technique in administering the tests have been intrusted with an undertaking that demands scientific knowledge and a high degree of technical skill. In order to enable these individuals who are now in the field and those who are in training for this very important phase of educational work to become more proficient in the technique of giving intelligence tests and more thoroughly acquainted with the principles underlying the year intelligence scale, Dr. F. Kuhlman¹ has made a thoroughgoing analysis of the nature of mental tests and how they should be given. The purpose of Dr. Kuhlman's book is stated by O'Shea in the Preface as follows:

Especial pains have been taken to present this revised Binet-Simon system in such terms and in such an arrangement of type, headings, and paragraphing that it will be clear to anyone who wishes to use it how it is to be employed, alike in respect to the method of administering the tests and the method of scoring the results. It will be possible for a teacher, a student of psychology, a parent, a worker in a juvenile court or in an institution for defectives or delinquents, to use the Kuhlman scale readily and accurately after reading this volume. The use of the scale does not require an extended knowledge of the sciences, especially psychology, upon which it is based [pp. 2-3].

Chapters ii, iii, and iv discuss in a thorough manner the general principles of the year scale, the conduct of an examination, and the directions for giving tests. These chapters are of most value to educational workers in general,

¹ F. KUHLMAN, *A Handbook of Mental Tests*. Baltimore: Warwick & York, 1922. Pp. 208.

but they require careful study to be of practical value to the ordinary student of mental tests. The discussions are free from technical terms and are couched in simple, direct language that makes them readable and possible of interpretation by individuals who are not specialists in this field. Chapter v, which discusses the individual tests in the light of comments that have been made by specialists in the field of intelligence tests, will be of little practical value to the ordinary student of mental tests. It will be of great value, however, to the student who is specializing in this field. The Appendix presents a very practical and valuable table of intelligence quotients.

This book should be of help to students of mental tests, and it should prove an invaluable guide to the practice of giving intelligence tests to school children. It is not a cure-all, however, for defective technique in administering tests. The editor's claim that "it will be possible for a teacher, a student of psychology, . . . to use the Kuhlman scale readily and accurately after reading this volume" is a bit ambitious. It will require much thorough study on the part of any of these individuals to read the book understandingly, and it will require much more practice in following its instructions before such individuals will be able to use the scale accurately. Such attainment is made possible by the book, but very serious effort must be expended in reaching the desired end.

H. W. NUTT

A city school survey.—The report of an inquiry concerning the conditions and policies under which a city school system is conducted holds at least the element of interest which attaches to the description and appraisal by experts of the situations and practices which are more or less peculiar to the system. The form in which the report is presented, however, has much to do with the extent to which the material is of general value to persons engaged in different types of educational work. The latest of the surveys made under the direction of the Bureau of Education is reported in a brief bulletin¹ containing a digest of the conclusions and recommendations of the survey staff. Sufficient details are given to supply a background for the statements and recommendations concerning the principal features of the system. In the case of some of the special phases of the work of the schools, the report includes merely a summary of the suggestions of the survey staff.

The section of the report dealing with the organization and administration of the school system is interesting both because of the conditions described and as an example of effective and wholesome procedure in recommending that radical changes be made in fundamental features of the system. It was found that the independent school district of Wheeling included less than one-third of the area of the municipal corporation but comprises seven subdistricts and was directed by a board of twenty-one members. The affairs of the board

¹ *Educational Survey of Wheeling, West Virginia.* Bureau of Education Bulletin No. 28, 1921. Washington: Department of the Interior. Pp. 53.